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## **Implementation of character based integrated holistic education in early childhood education**

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**Abstract**--The purpose of this study is to describe in-depth the implementation of holistic integrative education based on the character of Early Childhood Education, in every program activity carried out. Research method with a qualitative approach. With data collection techniques through observation, in-depth interviews and documentation studies. The research subjects include: Management, Teacher Coordination, Character Education, Parents, Students. Validation and validity of the data used triangulation techniques of sources, methods, and theories. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. Conclusion that (1). Provide services to students regarding nutrition and health. (2). Conducting parenting, parenting education guardians and establishing communication (3). Provide education through the teaching process. (4). Collaborating holistically and integratively through coordination of early childhood schools with the Posyandu and PKK Kel Bakti Jaya.

**Keywords**---implementation, education, integrative holistic, character, PAUD.

## **Introduction**

Integrative holistic education is indicated by growth in all aspects including: physical, motor, cognitive, language, social, emotional and spiritual. To grow and develop properly, stimulation from family, school and community care is needed. Agus Wibowo., (2013). The imperfection of Indonesian children in receiving stimulation has an impact on the imperfect use of all competencies that exist in themselves so that it affects the quality of life in the end, as evidenced by the low quality of Indonesian human resources.

The development of students is not optimal. Khairunnida PAUD school as a character-based preschool has not been successful in preparing its students to enter further education. (Wulan., et al., 2018). One of the factors that causes them to repeat classes is because preschools are not perfect in optimizing students. Readiness to enter further education is measured by the ability to read, write, and count, but the reality is that they are not really mentally and physically ready to follow the learning process in elementary school. This is indicated by the low ability of students to regulate. Holistic education is an alternative to education as an effort to produce quality education. (Ashari., 2011). In the application of holistic education based on life skills, it is a wise response to ecology, culture, and the global challenges of this century which aims to encourage future generations to live wisely and responsibly in a society that is mutually understanding and sustainable and takes an active role. in community development

The management of life skills empowerment programs to build entrepreneurial attitudes at the child development center is by managing a holistic program of activities, a combination of cognitive, spiritual, social emotional and health aspects so that children not only have independence and skills but also social emotional attitudes and good health. (Fauziah., 2012). Character education with a holistic approach that touches all aspects of children's intelligence is the result of the implementation of character education packaged with school designs starting at 7.20 - 14.00 WIB. Its application is adapted to the eleven principles of character education that aim to develop children holistically who are ready to face challenges and changes, and have emotional and spiritual intelligence.

Low maternal care for preschool children can be covered by learning activities in preschool institutions that are in accordance with the character and Developmentally Appropriate Practice (DAP) refers to a holistic education curriculum. (Astuti., 2016). The number of interactions/nurturing mothers in preschool children has less effect on the development of children's emotional intelligence because it focuses more on stimulating cognitive intelligence. Learning activities designed according to DAP can develop children's social and emotional competence.

While arguing that in order to improve the quality of human resources for the better, the government needs to include character education in preschool

education because with the formation of behavior and character in the 6 educational curricula it is hoped that the quality of children will be formed who will be able to compete with other nations to create a prosperous and prosperous society. (Latifah & Hernawati., 2009). The formation of human resources must start from an early age through families and educational institutions. Involvement of families in the provision of education which aims to: increase awareness and shared responsibility between educational units, families, and communities, encourage strengthening of children's character education and increase family awareness of children's education. The form of character education cultivation is carried out in an integrated manner through learning by involving parents' families and the community whose management is carried out intensively using planning, implementing and evaluating the implementation of character education.

Efforts to realize healthy, intelligent, cheerful and noble Indonesian children are needed to develop one of them in the aspect of character education which is carried out in a holistic and integrated manner. In the context of character-based holistic education to create intelligent and noble early childhood children. The implementation of the Khairunnida PAUD School which should prioritize the needs at the stage of child development is in accordance with Developmentally Appropriate Practice, a planning that is meaningful and in accordance with the stages of development. (Megawangi., et al., 2010). The effect on children's social emotional development shows that early childhood children whose schools apply DAP have low stress levels, compared to traditional kindergarten schools because they emphasize cognitive abilities too much.

Integrative holistic education is a learning program that is managed by honing the multiple intelligences of students to be balanced by internalizing character values in learning activities. (Yuliato, A., 2016). Character education is still a mere jargon, not yet integrated into the behavior and actions of students, such as the habit of shaking hands (kissing hands on the nose). There is a saying that says: "if we fail to be good people at an early age, in adulthood we will become troubled people or bad people." Erikson also emphasized that children are the initial picture of humans becoming human, namely a period when goodness develops slowly but surely. A child is just a vessel in which a responsible adult creates. Hence preparing children is the right human investment strategy in other words, children make up 25% of the population but determine 100% of the future.

The Khairunnida PAUD school character planting program, being smart children and participating in character learning gets its own portion in the operational learning activities through a moral knowing strategy every Monday-Tuesday, (Amini, M., 2017). moral feeling every Wednesday and moral acting every Thursday. The learning program planned by the Khairunnida Anak Cerdas PAUD school is based on knowledge about child development, and in carrying out the process of playing activities using play center activities so that reading, writing and arithmetic activities are taught in accordance with Developmentally Appropriate Practice (DAP), namely meaningful planning and in accordance with the stages and the developmental age of the child. Another advantage of the Khairunnida Anak Cerdas PAUD school is that it is one of the PAUD that develops

STEAM-based learning models, namely Science, Technology, Engineering, Arts, and Mathematics.

Students are taught to think comprehensively in groups called Project Class. STEAM-based education focuses on aspects of collaboration, communication, research, finding solutions (problem solving), critical thinking, and creativity. (Asmani, J. M., 2013). This learning method uses an interdisciplinary approach and its application is accompanied by problem-based active learning. Its application at an early age of 17 is how to build a child's thinking concept into a figure who has a scientific attitude, critical thinking, analytical, creative and innovative and certainly in accordance with the stage of early childhood development.

Character-based PAUD Khairunnida schools that have good management have indicators including: curriculum, program quality, and parental involvement. Based on the results of interviews with the Principal Coordinator, who always supports positive partnership programs with parents, it is evident that:

1. The enthusiasm of alumni parents to entrust their children to the character-based PAUD Khairunnida school, after graduation the first child will continue on to his younger brother and so on.
2. A character habituation questionnaire that is distributed to parents every week, 80% of students' parents return the questionnaire on the first effective day of school and about 20% on the following day.
3. Other appreciation support given by parents in participating in programs organized by the school shows the belief in the quality of services provided by the institution to parents in successful management, which is an important point in terms of marketing where parents are satisfied with the services provided by the school making promotion strategies / good marketing "getok tular" and positive for character-based PAUD Khairunnida schools, as an option in educating early childhood.

Khairunnida PAUD School is a school that receives direct guidance and guidance from the South Tangerang Community Education Development Center which serves Kindergarten Programs, Playgroups, and Child Care Parks, ranging from 2 to 6 years old. (Ahmad, Susanto., 2011). The achievement of the character-based PAUD Khairunnida school won 3rd place at the National level achievement PAUD institution in 2012, followed by the achievements of educators as 2nd place in the beautiful environment competition, and the achievements of students at the City level as 1st place in the building block competition to commemorate Children's Day. in South Tangerang City

## **Method**

Methods This research refers to efforts in obtaining data with methodological aspects which are the mainstay of the data.

### **Data collection techniques**

Data collection in this study was carried out by doing, namely: (1). Interview (2). Observation (3). Documentation study. (Sugiyono., 2015). In obtaining data that supports and completes the character-based holistic education program for Early Childhood Education (PAUD).

### **Research Related Aspects**

1. Interview guide. Contains a series of open-ended questions regarding the character-based holistic program of the Khairunnida PAUD school. Aspects of questions include: (1) Drafting (2). Follow procedure (3). Utilizing existing facilities (4) Self-financing 5) Results as expected.
2. Processing data. The aspects studied describe the character-based holistic education of the Khairunnida PAUD school, in processing the data that has been collected and validated through interviews, controlling the data from interviews through triangulation.
3. Procedures and administration related to research preparation,. (Moleong, L.J., 2016). namely as follows: (1) Conducting an informal approach with the Principal of PAUD (2) Making a research permit application to the principal of PAUD Khairunnida based on character (3). Application with letter no. 215/SPIP/UNIS/X/2021 dated October 10, 2021. (4) Answer to the Request for PAUD Setu, South Tangerang.

### **Discussion**

Based on the results of the analysis of holistic integrative education management research in early childhood education at Khairunnida PAUD based on character, it can be described as follows: 80% of human brain development occurs at an early age. The childhood period is the right moment to instill educational values in children, including paying attention to child nutrition as an important aspect to support growth, in shaping children's character and intelligence. (Forbes, S., at. Al., 2004). Therefore, early childhood education is the right tool for comprehensive and integrated child development, covering aspects of education, health, nutrition and character recognition. In early childhood education programs, parents and teachers work together in guiding children to become intelligent generations. In Presidential Regulation No. 60 of 2013, regarding integrative holistic early childhood education. Integrative holistic education is early childhood education that emphasizes aspects of education that include aspects of nutrition, health, child care and protection

The research conducted at the Khairunnida PAUD school which is based on character with the application of holistic integrative education in early childhood essentially has the same strategy in implementing it, although there are differences in perceptions regarding the understanding of integrative holistic sentences. (Fauziah, A., (2012). Based on the results of the discussion that the author did that integrative holistic education is as follows:

1. Conducting character-based integrative holistic education programs Early Childhood Education Khairunnida PAUD school which is character-based,

implementing comprehensive education services covering aspects of nutritional health, education and coaching. Services in the aspect of child health, by coordinating with local health institutions and Posyandu to monitor physical development, through nutritional health and child immunization. Aspects of education in students carry out learning on cognitive, affective and psychomotor aspects of children. (Suyadi., 2013). In fostering children's guardians, they coordinate with Posyandu and PKK Ex. Bakti Jaya, held recitation activities for children's guardians as a forum to build friendship, communication and guidance regarding holistic, integrative education programs based on the character of Early Childhood Education

2. Implementing integrative holistic learning Khairunnida PAUD school teachers have carried out the learning process by developing knowledge by providing an understanding of cause and effect, good and bad, right and wrong, and connecting one knowledge to another. Skilled attitude which includes independence, responsibility, maintaining emotions and being able to establish relationships with others.
3. Teaching Islamic education in learning and transformation, interaction and internalization of the values of Islamic life in students with Islamic education. Islamic education with a process of learning and habituation, example, playing, telling stories about Islam and singing Islamic nuances.
4. Establish communication between teachers and children's guardians in establishing friendships, making regular meetings. Recitation program, lectures, with materials for early childhood education development in Islamic education. Communication, transformation of Islamic values and knowledge conveyed to parents and guardians and students becomes an understanding of optimal early childhood education, in all potentials in the cognitive aspect.

Based on the results of interviews and observations carried out by researchers. Calm, character-based integrative holistic education management Early Childhood Education Khairunnida PAUD school is character-based. Includes exemplary, habituation, playing, telling stories and singing in implementing integrative holistic education in early childhood so that they have a distinctive character, students can absorb, hear, see. (Fakhruddin & Ustman., 2016). Make Susana comfortable, fun to absorb teaching. Psychologically students have the ability to absorb teaching through the eyes as much as 84%, through the ears 11% and through other factors 5%

The inhibiting factor in implementing integrative holistic education in early childhood is the lack of coordination between Khairunnida PAUD schools, Posyandu and PKK Kel. Bakti Jaya and the child's guardian. The lack of coordination in program activities, and the lack of socialization in mentoring and coaching and related agencies are as follows:

1. There is no coordination between the character-based PAUD Khairunnida, Posyandu and PKK Kel. Bakti Jaya which is integrated between schools, Posyandu in the implementation of integrative holistic early childhood education in the program. The obstacle faced is the lack of coordination, as the cause is the location of the school, Posyandu, and PKK Kel. Bakti Jaya

- is far apart, the parents are not interested in participating in Posyandu activities. On average, the guardians of students check their physical health and nutrition development to the doctor or community health center
2. Parents of students are less responsive to coaching activities, considering the very important role of guardians in the success of integrative holistic early childhood education. The level of sensitivity of parents to children's growth is an important factor in optimizing children's potential. The busyness of the child's guardian is the cause of the lack of success in the activity program organized by the Khairunnida PAUD school, posyandu and PKK Kel. Bakti Jaya through recitations held on a scheduled basis.
  3. Lack of socialization in assisting the development and integrative holistic education organized by the school. (Yuliani, N. Sujiono., 2012).

Character-based integrated holistic education Early Childhood Education (PAUD), which is character-based. In accordance with regulations in the implementation of early childhood educators. Dissemination by PAUD organizers and the community raises various perceptions regarding the implementation process. Whereas holistic integrative learning materials are comprehensive and integrated, integrated covering health, education and coaching, coordinating with Posyandu and family development, can be handled through integrative holistic education is a comprehensive education pattern covering aspects of nutritional health services, educational services and coaching services in every aspect , integrated and coordinated between schools, Posyandu and PKK Kel Bakti Jaya. Perception greatly affects the fluency in the application of holistic integrative education at Khairunnida PAUD schools, although it can be understood in its goal of encouraging children's growth by paying attention to various aspects. (Dhieni, N., & Wulan, S., 2016). The implementation of integrative holistic education in early childhood can be successful and realized as expected, if education can support and foster child growth as a whole, so that children's potential can develop optimally with the efforts that schools can make to overcome every obstacle, these obstacles include:

1. Khairunnida PAUD school coordinates with Posyandu, and PKK Kel. Bakti Jaya which aims to provide guidance and assistance to children and their guardians in relation to children's physical development, health and nutrition, through guidance on early childhood care.
2. Khairunnida PAUD School Take a persuasive approach to parents to be actively involved in coaching activities, child services in these activities to participate in Posyandu activities, PKK coaching Ex. Bakti Jaya, and services in student guardian recitation activities organized by the school. With the hope that the guardians of students can understand correctly the education of children at an early age in an integrative holistic manner whose approach is Islamic education
3. Approaching through appreciation, motivation, assistance regarding the implementation of holistic integrative education, with various obstacles that occur in the field. Early childhood education, the role of teachers, parents and guardians, the environment can provide fun teaching patterns, and can provide stimulation that can stimulate brain intelligence and bring out early childhood creativity.

Based on the results of research carried out by the author, that the implementation of integrative holistic education in Setu, South Tangerang City. It has been well organized, but in the implementation of the character-based PAUD Khairunnida school, it has advantages and disadvantages. (Carter, D., 2016). The early childhood school has taken strategic steps in implementing integrative holistic education, by organizing coaching activities for students' parents by bringing in nutrition health experts and parenting experts. The steps taken by the school can be used as a reference for other schools in implementing integrative holistic education. The concept of education and learning that it implements in the application of learning as a strategic step in implementing integrative holistic education. The expertise of teachers in delivering learning becomes whole and integrated, interrelated between various teaching materials as an advantage possessed by Khairunnida PAUD school teachers

The character-based PAUD Khairunnida school has established intense communication with the Posyandu and Family Development in the surrounding environment, in an effort to provide the best service to students. (Marman., 2014). Nutritional health of children related to the physical appearance of students and proper parenting, as one of the supporting factors in optimizing the growth of students as a whole. This condition shows that Khairunnida PAUD School has advantages in managing integrative holistic education. So that it becomes a solution for students' education managers to be able to share strategies and exchange opinions in the application of integrative holistic education to students to be applied optimally.

## **Conclusion and Impact**

### **Conclusion**

Based on the description in the discussion above, conclusions can be drawn such as providing services, conducting coaching, providing lessons and collaboration, with Integrative Holistic Education at Khairunnida PAUD School which is based on character as follows:

1. Khairunnida PAUD School has provided comprehensive holistic integrated services; includes nutritional health; provide a healthy menu once a week, bring in health workers to monitor physical growth and identify health.
2. Khairunnida PAUD school has provided guidance to parents and guardians; organize parenting education events for parents, conduct home visits in an effort to build communication and guidance to parents (a) Oriented to the needs of children in the implementation of learning oriented to children's basic needs (b). Physical needs, security needs, affection needs (c) Developing life skills in the learning process, especially in developing life skills, all types of activities on social, mental and spiritual aspects.
3. Khairunnida PAUD school has carried out a teaching process, through learning to pray, telling stories about the prophet and pious people, singing with Islamic nuances, which is done regularly, every day from Monday to Saturday with reference to holistic education integrative that prioritizes play and learning



4. Khairunnida PAUD school has implemented a comprehensive and integrated collaboration for students in an integrative holistic manner in coordinating with the Posyandu and PKK Kel Bakti Jaya. Applying learning using Islamic education methods. The principles of Islamic education provide a comprehensive and integrated effect on the knowledge of students.

### **Impact**

Based on the conclusions above, it can have an impact on service, coaching, learning, cooperation, namely as follows:

1. The character-based Khairunnida PAUD school has carried out a comprehensive holistic integrated which has an impact on increasing services on the nutritional health of students; provide healthy food every Monday, invite health workers to check the physical health of students.
2. Khairunnida PAUD school has provided guidance to parents which have an impact on parenting education for guardians of students in an effort to foster guardians of students such as (a) Oriented to the needs of children in implementing learning according to the needs of students (b). Paying attention to children's physical needs, security, comfort and affection (c) Improving the standard of living through the learning process and the development of mental and spiritual skills.
3. Khairunnida PAUD school has implemented a teaching process, which has an impact on the intelligence of students so that they are able to pray, tell stories, sing because they are done regularly, which is in accordance with holistic integrative education that prioritizes the process of playing and learning
4. Khairunnida PAUD school has implemented a comprehensive collaboration that has an impact on holistic integrative education in accordance with the expectations of students, always carrying out collaboration with the Posyandu and PKK Kel Bakti Jaya. Applying learning with Islamic education and the principles of comprehensive Islamic education and rahmatan lilalamin.

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